TENTANG PENULIS

Nama lengkap penulis Fitrina Harmaini, S.S., MA. Penulis adalah Dosen Tetap Program Studi Pendidikan Bahasa Inggris Universitas Bung Hatta sejak tahun 2011. Penulis mengampu Mata Kuliah bidang speaking, sastra dan kebudayaan, serta Persiapan TOEFL.

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PERSIAPAN TOEFL

Fitrina Harmaini

LPPM Universitas Bung Hatta

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(LPPM) Universitas Bung Hatta

Jl. Sumatra Ulak Karang Padang, Sumbar, Indonesia

Telp.(0751) 7051678 Ext.323, Fax. (0751) 7055475

e-mail: lppm_bunghatta@yahoo.co.id

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SAMBUTAN REKTOR
UNIVERSITAS BUNG HATTA

Visi Universitas Bung Hatta adalah menjadikan Universitas Bung Hatta Bermutu dan terkemuka dengan misi utamanya meningkatkan mutu sumberdaya manusia yang berada dalam jangkauan funsinya. Mencermati betapa beratnya tantangan universitas Bung Hatta terhadap dampak globalisasi, baik yang bersumber dari tuntutan internal dan eksternal dalam meningkatkan daya saing lulusan perguruan tinggi, maka upaya peningkatan kualitas lulusan universitas Bung Hatta adalah suatu hal yang harus dilakukan dengan terencana dan terukur. Untuk mewujudkan hal itu Universitas Bung Hatta melalui Lembaga Penelitian dan Pengabdian Kepada Masyarakat merancang program kerja dan memberikan dana kepada dosen untuk menulis buku, karena kompetensi seorang dosen tidak cukup hanya menguasai bidang ilmunya dengan kualaifikasi S2 dan S3, kita di tuntut untuk memahami elemen kompetensi yang bisa diaplikasi dalam proses pembelajaran. Melakukan riset dan menuangkan dalam bentuk buku.

Tantangan kedepan tentu lebih berat lagi, karena kendala yang sering di hadapi dalam penulisan buku ini adalah tidak di punyainya hasil-hasil riset yang bernas. Kesemuanya itu menjadi tantangan kita bersama terutama para dosen di universitas Bung Hatta.

Demikianlah sambutan saya, sekali lagi saya ucapkan selamat atas penerbitan buku ini. Semoga Tuhan Yang Maha Kuasa meridhoi segala upaya yang kita perbuat bagi memajukan pendidikan di Universitas Bung Hatta.

Padang, Januari 2022
Rektor

Prof. Dr. Tafdil Husni, SE, MBA.

KATA PENGANTAR
BISMILLAHIRAAHMANIRRAHIM

Puji syukur kepada Allah Subhana wata'ala karena atas berkah rahmat dan petunjukNYA, buku ajar ini bisa selesai dengan baik. Shalawat dan salaam selalu disampaikan untuk Rasulullah Sallalaahualaihiwassalam.

Buku ajar ini dirancang untuk pembelajaran mata kuliah Persiapan TOEFL / TOEFL Preparation di Universitas Bung Hatta. Mata kuliah bertujuan untuk mempersiapkan mahasiswa mencapai standar skor 425. Sehingga capaian pembelajaran dari buku ajar ini sesuai dengan CPMK mata kuliah TOEFL.

Penulis ingin menyampaikan terimakasih yang setinggi-tingginya kepada berbagai pihak yang telah memberikan bantuan dan dukungan secara moril dan materil sehingga buku ini dapat diterbitkan untuk digunakan dalam pembelajaran di lingkungan Universitas Bung Hatta, antara lain :

- Rektor Universitas Bung Hatta
- Jajaean Wakil Rektor Universitas Bung Hatta
- Direktur LPPM Universitas Bung Hatta
- Dekan FKIP Universitas Bung Hatta
- Ketua Program Studi Pendidikan Bahasa Inggris Universitas Bung Hatta
- Serta rekan-rekan tenaga pengajar di lingkungan FKIP Universitas Bung Hatta yang tidak dapat disebutkan satu per satu.

Selanjutnya, penulis berharap buku ini dapat memberikan manfaat dalam pembelajaran Bahasa Inggris khususnya TOEFL.

Padang,
Januari 2022

Fitrina Harmaini

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Pendahuluan

TOEFL (Test of English as a Foreign Language) merupakan test Bahasa Inggris yang menguji kemampuan peserta tes dalam 3 hal yaitu : *Listening* (Mendengar), *Structure & Written Expression* (Tata Bahasa), *Reading* (Membaca).

Pada bagian *Listening*, peserta mencari jawaban berdasarkan informasi yang mereka dengar lewat *audio* sistem yang diputar oleh penyelenggara test. Kemudian, soal *Structure & Written Expression* menguji pengetahuan peserta akan Tata Bahasa Inggris. Pada beberapa butir soal terdapat satu kalimat Bahasa Inggris yang belum lengkap. Peserta harus melengkapi bagian kosong ini dengan pilihan kata yang ada pada opsi jawaban *(a), (b), (c), (d)*. Bentuk butir-butir soal yang lain, terdapat satu kalimat dengan satu kata yang salah penempatannya. Pada bagian ini peserta harus mampu mengidentifikasi kata yang salah tersebut. Terakhir bagian *Reading*, terdapat 5 teks bacaan yang mana tiap teks memiliki 10 pertanyaan untuk dijawab.

Untuk bisa sukses mencapai skor *TOEFL* yang memuaskan, calon peserta test harus melakukan persiapan yang intensif. Oleh karena itu, buku ini dirancang untuk memberikan pengetahuan dasar dan latihan-latihan kepada peserta kelas Persiapan *TOEFL*.

Bab 1

Structure & Written Expression: One Clause Sentence

Capaian Pembelajaran:

1. Mampu mengidentifikasi Penempatan *Subject* Kalimat Simpel dalam mengerjakan *TOEFL* bagian Structure & Written Expression sesuai aturan dalam standar waktu tertentu.
2. Mampu mengidentifikasi Penempatan *To Be* Kalimat Simpel dalam mengerjakan *TOEFL* bagian *Structure & Written Expression* sesuai aturan dalam standar waktu tertentu.
3. Mampu mengidentifikasi Penempatan *Verb* Kalimat Simpel dalam mengerjakan *TOEFL* bagian *Structure & Written Expression* sesuai aturan dalam standar waktu tertentu.

One Clause Sentence / simple sentence adalah kalimat tunggal atau kalimat simple.

Simple Sentence → subject + verb

Unsur utama kalimat adalah *subject* dan *verb*. Selain itu, ada pelengkap kalimat yang disebut *Subject Complement,* dan *Adverb.* Tiap-tiap unsur tersebut ditempati oleh kelas kata tertentu.

1.1 *Subject*

Brainstorming

Perhatikan kalimat-kalimat dibawah ini. Lalu identifikasi subjek dan *verb* kalimatnya :

- *A family picture is in on the wall*
- *Some tourists visit our hometown*
- *Lion is a wild animal*

Penjelasan

Subject kalimat adalah orang atau benda yang menjadi pelaku atau hal utama suatu kalimat. Kelas kata yang berada pada posisi *subject* harus *noun* (kata benda) atau *noun phrase*.

Subject + Verb

Contoh :

A family picture is on the wall

Ini merupakan bentuk kalimat simpel karena sudah memiliki unsur-unsur inti suatu kalimat simpel, yaitu :

Subject	**Verb to be**
A family picture	*Is*

****a family picture***** adalah hal utama yang diceritakan dalam kalimat. Kelas kata adalah ***Noun phrase.***

****is**** berfungsi sebagai *verb*. Semua *to be* berfungsi sebagai *verb* dalam kalimat. Penggunaan *verb to be* dalam kalimat harus disesuaikan dengan *subject* kalimat dan *tense* kalimat.

1.1.1 *Noun*

Kosa kata yang termasuk dalam kategori *noun* (kata benda) adalah semua kata untuk benda hidup, benda mati, benda konkrit, abstrak, aktifitas, bidang ilmu, dll.

noun
House, wall, truck, roller-coaster, cement, pipe, air, orange, cucumber, bread, cactus, secretary, banker, teacher, David, planet, sky, river, ocean, statistics, politics, strategy, method, idea, advice, discipline, responsibility, bravery

Noun memiliki penunjuk bilangan benda yang disebut *quantifier*. *Quantifier* di gunakan berdasarkan jenis *noun*: dapat dihitung (*countable noun*) & tidak dapat dihitung (*uncountable noun*).

Beberapa bentuk *quantifier* :

Countable	Uncountable
•the	•the
•a, an	•a glass of, a slice of
•some	•some
•many	•much
•a lot of	•a lot of
•a few	•a little
•this, that	•this, that
•these, those	

Quantifier posisinya sebelum *noun* :

quantifier + noun	
Countable noun	***Uncountable noun***
The wall	The discipline
A house, an employee	A slice of bread
Some companies	some air
Many trucks	Much responsibility
A lot of oranges	A lot of bravery
A few teachers	A little cement
This method	This advice

***Noun* sebagai *subject* kalimat**

1. *The wall is white*

The wall	Is	white
subject	*Verb tobe*	Pelengkap *subject*

2. *The discipline is important*

The discipline	Is	important
subject	*Verb tobe*	Pelengkap *subject*

3. *Some companies are bankrupt*

Some companies	Are	bankrupt
Subject	*Verb tobe*	Pelengkap *subject*

4. *A lot of air is refreshing*

A lot of air	Is	refreshing
subject	*Verb tobe*	Pelengkap *subject*

5. *This advice is valuable*

This advice	Is	valuable
subject	*Verb tobe*	Pelengkap *subject*

1.1.2 Noun Phrase

Noun phrase atau frasa kata benda. Frasa kata benda adalah gabungan satu kata atau lebih untuk memberikan keterangan (modifikasi) suatu kata benda. Kata-kata yang memodifikasi tersebut bisa *adjective* (kata sifat) atau noun (kata benda).

Adjective adalah semua kosa kata yang menjelaskan sifat atau karakter kata benda. Posisi *adjective* terletak sebelum kata benda.

***Adjective* / kata sifat**
Fabulous, humorous, slow, thin, big, tall, intensive, informative, light, short, old, new, capable, visible, blue, purple, round, rectangular, circular, forgetful, helpful, powerless, wireless, costly, deadly, personal, casual

Komposisi ***noun phrase → adjective + noun***

quantifier	***Adjective***	***noun***	***Noun phrase***
The	Intensive	Course	The intensive course
much	Hazardous	Air	Much hazardous air
many	New	Bag	Many new bags
A cup of	Green	Tea	A cup of green tea
A few	Secret	document	A few secret documents
several	Brilliant	strategy	Several brilliant strategies

Noun phrase sebagai ***subject*** kalimat

1. *A few secret documents were lost.*

A few secret documents	*were*	*lost*
Subject	**Verb tobe**	**adjective**

2. *A cup of green tea is good for our health*

A cup of green tea	*Is*	*good*	*For our health*
Subject	**Verb tobe**	**adjective**	**adverb**

3. *Several brilliant strategies are useful*

Several brilliant strategies	*are*	*useful*
Subject	**Verb tobe**	**adjective**

LATIHAN

1. Sebutkan 5 *noun* beserta *quantifier* dari masing-masing gambar dibawah ini (total 20 *noun*).
2. Sebutkan 5 *adjectives* dari masing-masing gambar dibawah ini (total 20 *adjective*)
3. Buatlah 10 *noun phrase* dari modifikasi *noun* yang dibuat pada nomor 1 dengan *adjective* di nomor 2.

A.

B.

C.

D.

1.2 *to be*

Brainstroming

Perhatikan kalimat-kalimat dibawah ini. Fokus pada posisi ***to be*** lalu identifikasi kata yang mengikutinya :

- *Rosa is a college a student*
- *The salary in that company is great*
- *All important documents are in fire proof safe*

Penjelasan

Ketika dalam suatu kalimat tidak ada *Verb action*, digunakan *verb to be*. *to be* diikuti oleh ; *noun*, *adjective*, atau *prepositional phrase*. Unsur yang terletak setelah *to be* disebut pelengkap subjek (*subject complement*).

to be		
Subject	**Present**	**Past**
I	am	was
You **We** [my team and I, I and my friends, etc] **They** [the speakers, many guests, some cats, a lot of books, etc]	are	were
He [Abdul, Budi, Fariz, a banker, a doctor, etc] **She** [Anna, Cindy, Nancy, a secretary, a designer, etc] **It** [a fan, a key, a desk, a tie, a mall, a glass of milk, a snake, etc] • **Note** : Orang ketiga / benda tunggal	is	was

1.2.1 ***to be*** **diikuti** ***noun***

Subject	***to be***	**Pelengkap** ***subject***
His daughter	Was	my classmate
The best films	Were	Star Wars & Apollo 11
Covid-19	Is	a dangerous virus

to be dapat diikuti oleh *noun* atau *noun phrase*.

1.2.2 to be diikuti *adjective*

Subject	***Subject***	***to be***	**Pelengkap *subject***
The map		is	blur
Others file		are	downloadable
All food in that restaurant		was	vegan-friendly

Semua kata yang mengikuti *to be* pada kalimat diatas adalah *adjective.*

1.2.3 *to be* diikuti *prepositional phrase*

subject	***Subject*** ***Subject***	***to be***	**Pelengkap *subject***
They		were	behind his amazing achievement
The accident		Is	in front of the post-office
Only a few participants		are	present

Pada kalimat diatas, *to be* juga bisa diikuti *prepositional phrase.*

Prepositional phrase → preposition + noun / noun phrase

Semua *preposition* harus diikuti oleh *noun* atau *noun phrase*.

Contoh *preposition* : *in, on, at, of, with, from, after, between*

preposition	***noun / noun phrase***	***prepositional phrase***
on	11th March	On 11th March
without	legal contract	Without legal contract
after	any loss	After any loss
between	Japan and China	Between Japan & China

Contoh kalimat :

1. *Their wedding <u>is</u> on 11th March*
2. *The use of this building <u>is</u> without legal contract*
3. *Some great moments for our team <u>are</u> after any loss*
4. *The choice of the tour <u>was</u> between Japan and China*

LATIHAN

1. Pasangkan kata / frase pada kolom B ke bagian yang kosong di kolom A, sehingga kalimat pada kolom A menjadi lengkap & benar :

A	**B**
1. the book is _____	a. high
2. it was _____	b. very shameful
3. Doping in Olympic Game is _____	c. about fame and failure
4. the demand from supermarkets was _____	d. potatoes, onions & pepper
5. the supplies are _____	e. a comedy cabaret

2. Pilihlah jawaban yang benar dari pilihan berikut ini :

1. *Noun* adalah :
   a. *live* c. *labour*
   b. *a lot of* d. *seasonal*
2. *Noun phrase* adalah :
   a. *In the heart* c. *of the night*
   b. *Black campaign* d. *lately*
3. *Adjective* adalah :
   a. *Financial* c. *profit*
   b. *Finance* d. *margin*

4. *Noun phrase* adalah :
   a. *the short term* c. *in front of*
   b. *between east & north* d. *in the world*

5. Frasa yang SALAH :

a. *Profitable business* c. *new crops*
b. *General income* d. *vegetable organic*

1.3 Verb

Brainstorming

Identifikasi *Verb* dan sebutkan posisinya dalam setiap kalimat dibawah ini :
1. *We need some healthy food*
2. *Many urban society grew organic potato*
3. *Meghan breaks up with Sean*

Kalimat → *subject + verb*

Verb memiliki lima perubahan bentuk dalam kalimat. Bentuk tersebut tergantung subjek dan masa kejadian dalam kalimat (*tense*).

Base	**Present**	**Past**	**Past Participle**	**Present Participle**
Work	work(s)	worked	Worked	Working
Let	let(s)	Let	Let	Letting
pass	pass (es)	passed	passed	Passing

1.3.1 *Base Form*

Modal

Can, could, will, would, may, might, should, must, have/has to, had better

- *A patient <u>should</u> **confirm** to the doctor beforehand*
- *The tourists <u>may</u> **stay** here for several nights*
- *The committee <u>will</u> **be** in the hall tomorrow*
- *The decoration <u>can</u> **be** perfect with this flower*

Kelas kata yang digaris bawahi adalah *modal. Modal* harus diikuti oleh kata kerja bentu dasar (*verb base form*).

subjek	***modal***	***Base form***	
A patient	should	confirm	
The decoration	can	be	***be*** adalah *base form* dari ***to be***. Karena dalam kalimat tersebut tidak ada *verb action* sehingga digunakan *verb to be.*

<u>Latihan</u>

Lingkari salah satu <u>kata yang digaris bawahi</u> untuk melengkapi kalimat dibawah ini :

1. The regulation should <u>be flexible / flexible</u>
2. Students may <u>uses / use</u> calculator in the exam
3. The impact of this action will be <u>globalize / global</u>
4. The owner can <u>convince / convincing</u> the investors
5. Chemical products could <u>be hazardous / hazard</u>

1.3.2 ***Present***

- *The agricultural minister <u>avoids</u> the supply issues*
- *The vice president and the minister <u>avoid</u> the supply issues*
- *A producer <u>sends</u> ingredient all over the world*
- *Some producers <u>send</u> ingredient all over the world*

Jumlah atau *quantity* subjek kalimat menentukan bentuk *verb present*.

Subjek tunggal → *verb* + s/es, eg.: *eat<u>s</u>, pass<u>es</u>*

Subjek jamak → *verb* (bentuk dasar), eg. : *eat, pass*

Subjek		***verb***
	quantity / jumlah	
▪ *The agricultural minister* ▪ *A producer*	Tunggal / satu : ▪ *Minister* ▪ *a producer*	▪ *avoids* ▪ *sends*
▪ *The vice president and the minister* ▪ *Some producers*	Jamak / lebih dari satu : ▪ *vice president* & *minister* ▪ *some producers*	▪ *avoid* ▪ *send*

<u>Latihan</u>

Lengkapi kalimat dengan *Verb present* dalam kotak, beri penambahan ***s/es*** pada *subject* yang sesuai :

Give	take	make	start	teach

1. Most people _____ judgment about people.
2. The trainer _____ the trainees about making impression
3. The lecturer typically _____ students an ice-breaker at the beginning
4. Ms. Jane's class _____ at 7.30 a.m and ends at 9.10 a.m.
5. Interviews generally _____ about 30 minutes.

1.3.3 ***Past***

- *The agricultural minister <u>avoided</u> the supply issues*
- *The vice president and the minister <u>avoided</u> the supply issues*
- *A producer <u>sent</u> ingredient to all over the world*
- *Some producers <u>sent</u> ingredient all over the world*

Penggunaan *verb past* (V_2) dalam kalimat menandakan hal/sesuatu dalam kalimat tersebut terjadi dimasa lampau. Bentuknya tetap sama baik dengan subjek tunggal maupun jamak.

Subjek		V_2
	quantity / jumlah	
▪ *The agricultural minister* ▪ *A producer*	Tunggal / satu : ▪ *Minister* ▪ *a producer*	▪ *avoided* ▪ *sent*
▪ *The vice president and the minister* ▪ *Some producers*	Jamak / lebih dari satu : ▪ *vice president* & *minister* ▪ *some producers*	▪ *avoided* ▪ *sent*

Latihan

Lengkapi kalimat dengan *verb* dalam kurung, dengan terlebih dahulu modifikasi verb dalam bentuk *verb past*:

1. American researchers _____ Dayak Culture (**study**)
2. A lot of foreign tourists _____ Mandeh Island last year (**visit**)
3. The new CEO _____ to the journalist (**speak**)
4. The expert team _____ about a new model (**think**)
5. The vaccination rate _____ over 2 million (**increase**)

1.3.4 *Present Participle*

Present participle → verb + ing

e.g.: walk+ing (walking), go+ing (going)

Present participle (V_{ing}) digunakan setelah tobe :

subject	to be	V_{ing}	
The crackdown in trading	Is	Devastating	some giant industries
Researchers at King College	Are	Analyzing	the spreading virus
Covid rates	will <u>be</u>	Increasing	for unvaccinated people
Firefighters	have <u>been</u>	extinguishing	the fire for four hours

<u>Latihan</u>

Rubahlah kata kerja *present* dan *past* ini menjadi *present participle* berikut dengan atributnya :

1. *Most of the linguists abandon the constructive theory.*
2. *The divorce affected every aspect of her life.*
3. *Research demonstrates the important of extensive reading*
4. *The plane released its bombs at 10,000 feet.*
5. *A high wall isolated the house from the rest of the village.*

1.3.5 Past Participle

Past participle atau disebut *juga Verb^3 dipakai dalam 2 pola :*

***a. Passive Voice* (kalimat pasif)**

<u>Subject + to be + V^3 + (by / with)</u>

- *Some senior executive <u>were</u>* ***investigated*** *by Police*
- *The books will <u>be</u>* ***distributed*** *free* ***to*** *local schools.*
- *Several people <u>were</u>* ***arrested*** *for distributing racist leaflets*
- *The hurricane <u>is</u>* ***predicted to*** *reach the coast*
- *different road conditions <u>are</u>* ***simulated*** *by the computer*

Untuk kalimat dengan *Modal*, *to be* berupa *be*, karena setelah *Modal* harus bentuk *base form*.

b. Present/past Perfect tense

Subject + have/has + V^3 + (for/since)

subject	*have /has*	*V^3*	*Complement*	ket
The government	*has*	*subsidized*	*for commodities like wheat, corn, and cotton since last year*	aktif
New techniques	*have*	*been developed*	*by researchers*	pasif
This big container	*has*	*accommodated*	*many files*	aktif
Publication	*has*	***Been***	*Fundamental for lecturers*	*nominal*
All members	*have*	***Been***	*In the room meeting for two hours*	*nominal*
Iron ore	*has*	*been extracted*	*from this site*	*pasif*

Dalam kalimat nominal (kalimat tanpa *verb action*) *to be* nya yang dimodifikasi menjadi *$verb^3$* yaitu *been*.

Latihan

Lengkapi kalimat dengan kata dalam kurung beserta modifikasi sehingga menjadi kalimat pasif atau *present perfect* :

1. The system _____ automatically (disable)
2. Someone _____ the left-over (remove)
3. Indonesian coffee _____ to all over the world (export)
4. He _____ his ambition to be the best contestant (achieve)

5. Students' works _____ by the tutor (assess)

Latihan *TOEFL*

Pilihlah a, b, c, atau d untuk melengkapi kalimat dibawah ini :

1. During the early period of ocean navigation, _____ any need for sophisticated instruments and techniques.
   a. so that hardly b. when there hardly was
   c. hardly was d. there was hardly

2. _____ many food preservation methods for inhibiting the growth of bacteria.
   a. The b. Since
   c. There are d. Having

3. With the exception of mercury, _____ at standard temperature and pressure.
   a. the metallic elements are solid
   b. which is a solid metallic element
   c. metallic elements being solid
   d. since the metallic elements are solid

4. _____ as a masterpiece, a work of art must transcend the ideals of the period in which it was created.
   a. Ranks b. The ranking
   c. To be ranked d. For being ranked

5. In bacteria and in other organisms, _____ is DNA that provides the genetic information.
   a. both b. which
   c. and d. it

6. The effect on birth weight _____ depending on the prevalence of iron deficiency.
   a. can vary b. can to vary
   c. will to vary d. will be vary

7. In chemical terms radium _____ little from barium.
   a. is different b. differs
   c. differed d. is differing

8. Still a novelty in the late nineteenth century, _____ limited to the rich.
   a. was b. was photography
   c. it was photography d. photography was

9. The three basic chords in _____ the tonic, the dominant, and the sub-dominant.
   a. functional harmony b. functional harmony is
   c. functional harmony are d. functional harmony they are

Bab 2
Structure & Written Expression:
Compound Sentence

Capaian Pembelajaran:

Mampu menjawab bentuk soal *TOEFL* dengan problem *grammar* pada *Multi Clause Sentence*

Compound sentence, kalimat majemuk, adalah kalimat yang terdiri atas dua klausa yang dihubungkan oleh *clause marker* atau konektor.

Klausa adalah bagian dari kalimat yang komposisinya seperti kalimat karena terdiri atas subjek dan *verb* (*subject + verb*). Dalam kalimat majemuk ada dua klausa : *independent* dan *dependent*. Sehingga pada semua kalimat majemuk terdapat dua *verb* utama. Satu milik klausa *independent*, dan satu lagi milim klausa *dependent*.

Klausa *independent → subject + verb*
Klausa *dependent → clause marker + subject + verb*
Beberapa bentuk *compound sentence* yang dibahas dalam bab ini adalah :

1. *Noun Clause*
2. *Adverbial Clause*
3. *Adjective Clause*

1. 1 *Noun Clause*

Noun clause bisa berada pada semua posisi *noun* dalam suatu kalimat.
Clause marker (CM) untuk *noun clause* : *what, that, which, who, whom, whether, why, when, where, how, whatever, whenever, however.*

What, who dan *Whoever* dalam *noun clause* bisa berfungsi sekaligus sebagai *subject* klausa.

Noun clause			
CM	***Subject***	***Verb***	***complement***
what	the result	Revealed	
That	Vaccines	should work	well
when	the companies	will open	job vacancy
Why	the subsidy for education	is abolished	
Whoever		Leads	the project

Apa posisi klausa *dependent* tersebut dalam kalimat ?

- Sebagai subjek kalimat
- Sebagai objek preposisi
- Sebagai pelengkap subjek

1.1.1 *as a Subject*

Komposisi *noun clause* sebagai *subject* :

Subject ***Noun clause***	***verb***	***complement***
What the result revealed	surprised	all contestant
Why the subsidy for education is abolished	is	the topic of the meeting
When India won the final	is regarded	as the iconic moment

Perhatikan kalimat diatas. Semua terdiri atas dua klausa. Pada posisi subjek adalah *noun clause* (klausa *dependent*) dan *verb + complement* sebagai klausa *independent*. *Noun clause* berfungsi sebagai subjek kalimat. Semua *noun clause* terdiri atas komposisi CM (*clause marker*) + *subject* + *verb*.

Salah satu contoh kalimat di atas.:

Subjek kalimat = ***What*** → cm , ***the result*** → subject, ***revealed*** → verb

Verb kalimat = ***surprised***

Complement = ***all contestant***

Perhatikan, terdapat dua *verb* utama, **revealed** (milik *noun clause*) dan **surprised** (milik klausa *independent* / klausa utama).

1.1.2 *as an object of preposition*

Noun clause bisa berada setelah *preposition*, sebagaimana *noun* bisa terletak setelah *preposition*.

Contoh :

- *Each of committee members must be responsible for* ***whatever the report reveals***
- *The Summit will focus discussion on* ***how the energy renewal can possibly decrease global warming***
- *A statement about* ***whom the incident should be blamed on*** *becomes controversial*

Preposition	Noun clause
For	whatever the report reveals
On	how the energy renewal can possibly decrease global warming
About	whom the incident should be blamed on

1.1.3 *as a subject complement*

Sebagai *subject complement* atau pelengkap subjek, *noun clause* berada setelah *verb tobe.*

Contoh *:*

- *The problem was* ***that the only access to the village was blocked the extremists***

- *The good news* <u>*is*</u> ***that all the lost will be borne by the insurance company***
- *The regret is* ***why the country isn't installing military base at the southern border****.*

subjek	***to be***	***noun clause***
The good news	is	that all the lost will be borne by the insurance company

1.1.4 *as an object of a verb*

Sebagai objek *verb, noun clause* berada setelah *verb.*

<u>Contoh</u> *:*

- *Colombia has* <u>*announced*</u> ***that the country's most wanted drug trafficker will be extradited to the US.***
- *Nobody is* <u>*debating*</u> ***whether we should move towards clean air.***
- *The vehicle companies* <u>*sell*</u> ***what the consumers want****.*

Subject	***verb***	***object***
The vehicle companies	sell	what the consumers want

<u>Latihan</u>

Kalimat dibawah ini terdiri atas dua klause. Garis bawahi klausa *noun clause*, lalu identifikasi jika kalimat tersebut BENAR (B) atau SALAH (S).

__B__ 1. It is unfortunate that the meal is not ready yet.
__ S__ 2. She told me (when) should pick her up.
_____ 3. The instructor explained where was the computer lab located.
_____ 4. We could not believe what he did to us.
_____ 5. Do you want to know if it going to rain tomorrow?
_____ 6. We never know whether we will get paid or not.
_____ 7. This evening you can decide what do you want to do.

_____ 8. The manager explained how wanted the work done.

_____ 9. The map showed where the party would be held.

_____ 10. Can you tell me why was the mail not delivered today?

Latihan *TOEFL*

Pilihlah a, b, c, atau d untuk melengkapi kalimat dibawah ini :

1. Today the true story of ___ at Little Bighorn remains a mystery.
   (A) Happened
   (B) It happened
   (C) What happened
   (D) What happening

2. Minute Man National Historical Park is a monument to where _____
   (A) the beginning of the Revolutionary War
   (B) in the beginning of the Revolutionary War
   (C) the Revolutionary War to begin
   (D) the Revolutionary War began

3. The process of photosynthesis explains how _____ able to use the energy in sunlight to manufacture foods from the simple chemicals in air and water.
   (A) green plants
   (B) green plants are
   (C) planting greens
   (D) with green plants are

4. We do not _____ the bow drill was first developed for woodworking or fire making.
   (A) whether it
   (B) know whether it
   (C) know whether
   (D) sure whether

5. About 4000 B.C., humans discovered that _____ obtained from special rocks called ores.
   (A) metal could be
   (B) the ability of metallic
   (C) possibly metallic
   (D) could metals be

2.2 *Adverbial Clause*

Adverbial clause berfungsi sebagai *adverb* (keterangan) dalam suatu kalimat**.**

Beberapa bentuk klausa *independent* dengan *adverbial clause***:**

- Klausa waktu (*time*)
- Klausa sebab akibat (*reason*)
- Klausa syarat (*condition*)
- Klausa pertentangan (*contrast*)

Adverbial clause				**Klausa *independent***		
cm	subjek	*V*	*complement*	*subjek*	*V*	*complement*

atau

Klausa independent			***Adverbial clause***			
subjek	*V*	*complement*	***cm***	*subjek*	*V*	*complement*

Diatas adalah komposisi *adverbial clause.* Dalam kalimat, posisi *adverbial clause* adalah sebelum atau setelah klausa utama.

2.2.1 Time

Klausa keterangan waktu (*time*) memiliki *clause marker* (*cm*) : *when, after, before, until, since, while, once, as, as soon as*

Adverbial clause of time			
cm	**Subjek**	***verb***	***Complement***
when	They	were	University students
after	the club	is defeated	by its big rival
since	Covid-19 pandemic	broke out	across the world

Diatas adalah contoh *adverbial clause*, digunakan dalam kalimat dibawah ini :

- *They had met* ***when they were University students***
- ***After the club is defeated by its big rival****, the manager is pressed to step down.*
- *The sale of smart phone has increased significantly* ***since Covid-19 pandemic broke out across the world.***

Perhatikan, dalam kalimat majemuk diatas terdapat dua komposisi *subject + verb* (klausa utama) dan *subject + verb* (*adverbial clause*).

2.2.2 Cause & Effect

Clause marker untuk *adverbial clause* tipe sebab (*cause-effect*) *: because, since, as, so.*

Adverbial clause of cause-effect			
Cm	**Subjek**	***verb***	***Complement***
because	It	melts	at low temperature
Since	a large number of people	need	to be immune
So	We	cancel	the trip

Contoh penguunaan *adverbial clause* diatas dapat dilihat dalam kalimat dibawah ini :

- *Chocolate can be tricky to bake with* ***because it melts at low temperatures***
- ***Since a large number of people need to be immune****, the government keep facilitating vaccination program*
- *the weather has gotten worse* ***so we cancel the trip***

2.2.3 condition

Klausa *adverbial* tipe syarat (*condition*) memiliki *clause marker* (*cm*) : *if* dan *unless*.

Adverbial clause of condition			
Cm	Subjek	***verb***	***Complement***
If	They	complete	a comprehensive training
Unless	all adults	will have been vaccinated	
If	the author	reports	The latest data of energy crisis

Dibawah ini penggunaan adverbial clause diatas dalam kalimat :

- *Indonesia will not be Corona virus-free* ***unless all adults will have been vaccinated.***
- *The employees will be upgraded to a higher position* ***if they complete a comprehensive training.***
- ***If the author reports the latest data of the energy crisis****, the San Star will publish the book.*

2.2.4 Contrast

Adverbial clause tipe ini menerangkan hubungan pertentangan makna (*contrast*) antara klausa utama dengan klausa *adverbial. Clause marker* tipe ini adalah *: although, even though, while.*

Adverbial clause of contrast			
Cm	Subjek	***Verb***	***Complement***
although	She	had been discriminated	
even though	Shopping addicts	Enjoy	Shopping
While	shopping	Is	a harmless activity

Kalimat-kalimat dibawah ini adalah contoh penggunaan *adverbial clause of contrast* dalam kalimat :

- ***Even though shopping addicts enjoy shopping****, they feel depressed afterward*
- *She did not complain* ***although she had been discriminated***
- ***While shopping is a harmless activity****, an addiction to shopping can cause financial problem.*

Latihan

Tiap nomor dibawah ini terdiri atas dua kalimat. Gabungkan dua kalimat tersebut dengan menggunakan *clause marker (example: when, because, if, although)* yang tepat.

1. We may not need items. We sometimes want to buy it.
2. Students read a lot of references. Students can write good article.
3. She will find the truth. She interviews many people.
4. Some people are suffering from sore throat. The air has been highly polluted recently.
5. He arrived in this town. Simon established the first grocery shop.

Latihan *TOEFL*

Pilihlah salah satu A, B, C, atau D yang paling cocok untuk melengkapi kalimat :

1. A spacecraft is freed from friction _____ launched into space.
   A. it
   B. it is
   C. after is
   D. after it is

2. _____ with their surroundings, or they hide in crevices for protection.
   A. Lobsters
   B. Lobsters blend
   C. Lobsters blending
   D. Because lobsters blend

3. _____ a ball-and-socket joint, the elbow is a simple hinge joint.
   A. While the shoulder
   B. While the shoulder is
   C. The shoulder is
   D. The shoulder

4. Natural silk is still highly prized _____ similar artificial fabrics.
   A. although is available
   B. despite there are available
   C. in spite of the availability of
   D. even though an availability of

5. Bears cannot see well _____ small eyes.
   A. bears have
   B. because having
   C. because they have
   D. because of bears

6. _____ at the Isthmus of Panama, so animals were able to migrate between North and South America.
   A. A land bridge existed
   B. When a land bridge existed
   C. A land bridge
   D. With a land bridge

7. _____ mostly made of granite, it also contains some human-made materials.
   A. The Empire State Building
   B. The Empire State Building is
   C. Although the Empire State Building is
   D. Although the Empire State Building is built

8. _____ with other substances, antimony is an extremely useful metal.
   A. when combined physically or chemically
   B. combined when physically or chemically
   C. the physical and chemical combination
   D. it is combined physically and chemically

2.3 Adjective Clause

Adjective clause adalah klausa dependen yang fungsinya memberi informasi lebih detil tentang suatu kata benda dalam kalimat. Karena fungsinya itu, maka *adjective clause* berada lansung setelah kata benda yang dijelaskan. Sebagaimana klausa dependen yang telah dijelaskan di bagian terdahulu, *adjective clause* juga memiliki beberapa *clause marker* yaitu : *who, that, which, where, when, whose, whom*

.

2.3.1 who, that, which, where, when

Clause marker yang digunakan dalam *adjective clause* disesuaikan dengan kata benda yang dijelaskan oleh klausa *adjective* tersebut. Sebagaimana dapat dilihat dalam tabel dibawah ini .

Clause marker (cm)	Kata benda
Who, that	manusia
That, which, where, when	bukan manusia

Komposisi *adjective clause :*

cm	***Subject***	***verb***	***complement***
that	Some	are calling	Delta Plus
Who		is	currently in charge
Which		work	with facebook
where	the inauguration	will be held	
when	They firstly	met	

Adjective clause dalam kalimat :

- *A new mutated form of coronavirus* ***that some are calling "Delta Plus"*** *may spread more easily*

Dalam kalimat ini, *adjective clause* menjelaskan kata benda **coronavirus** yang merupakan kata benda objek dari *preposition* **of**. Untuk klausa utama, subjek adalah a new mutated form, *verb* adalah may spread.

- *Simone Boyle* ***who is currently in charge*** *involves some Asian companies in the new project.*

Subjek kalimat **Simone Boyle** dijelaskan oleh *adjective clause*. Dalam *adjective clause* ini, **who** berfungsi ganda, yaitu sebagai clause marker dan subjek klausa. Sehingga, setelah **who** terdapat *verb to be* **is** sebagai *verb* untuk *adjective clause*. Untuk klausa utama, *verb* nya adalah **involves**.

- *Fact-checking organisations* ***which work with Facebook in India*** *cross-check and tag suspicious news and posts.*

Which, sebagaimana kalimat diatas, juga bisa berfungsi ganda sebagai *clause marker* dan subjek *adjective clause*. Verb dalam adjective clause adalah **work.** *Adjective clause* menjelaskan kata benda **Fact-checking organizations**.

- *The City Hall* ***where the inauguration will be held*** *has been guarded by the Police*

Where merupakan *clause marker* dari *adjective clause* karena *noun* yang dijelaskan adalah nama tempat **The City Hall**.

- *Year 2020* ***when they firstly met*** *is written in their book.*

Clause marker **when** *digunakan pada adjective clause karena kata benda,* **Year 2020***, yang dijelaskan menerangkan waktu.*

*2.3.2 **Whose***

Clause marker ***whose*** digunakan ketika informasi dalam *adjective clause* adalah tentang sesuatu yang dimiliki oleh *noun* yang berada sebelum ***whose*** tersebut.

cm	subject	verb	complement
whose	radiation emission	is	non-ionizing
whose	Luggage	was stolen	at the airport
whose	Income	has decreased	due to a global shortage

Perhatikan kalimat *adjective clause dibawah ini.* Semua bagian yang digarisbawahi adalah subjek dan verb milik klausa utama:

- *Smart-phone* ***whose radiation emission is non-ionizing*** *is the basic tool for urban people*.

radiation emission adalah sesuatu yang dimiliki atau yang ada pada **smartphone**. Hubungannya keduanya disebut kepemilikan. Sehingga digunakan *clause marker* **whose** pada *adjective clause.*

- *The woman* ***whose luggage was stolen*** *reported to the security.*

Subjek *adjective clause*, **luggage**, adalah sesuatu yang dimiliki oleh **the woman**.

- *It is a glimmer of hope for an industry* ***whose income has decreased due to a global shortage***

an industry dan **income** merupakan hubungan kepmilikan sehingga digunakan *clause marker* **whose** pada *adjective clause.*

2.3.3 whom

cm	Subjek	*verb*	*complement*
whom	Trump	was	in rivalry with in 2016
whom	the question	is addressed	To
whom	the failure	is blamed to	

Diatas adalah komposisi *adjective clause* dengan *clause marker* **whom**. Semua pelengkap subjek dan *verb* dalam klausa diatas memilik objek namun tidak tertulis setelah kata kerja atau *preposition* di atas. Karena didalam kalimat, objek tersebut berada sebelum *whom*, *karena* objek tersebut merupakan *noun* (kata benda) yang dijelaskan oleh *adjective clause*, sebagaimana kalimat dibawah ini :

- Hillary Clinton **whom Trump was in rivalry with in 2016** is a productive author.

Dalam kalimat simpel, kalimat diatas bisa dibuat menjadi *Trump was in rivalry with Hillary Clinton in 2016.* Karena **Hillary Clinton** merupakan objek dari *preposition* **with** maka dipakai *clause marker* **whom**.

- The contestant **whom the question is addressed to** is a polyglot

Kata kerja dalam adjective clause memiliki objek yaitu The contestant.

- A board of directors will call some staff **whom the failure is blamed to.**

Informasi dalam *adjective clause* mengandung kata kerja **is blamed to** yang memiliki objek yaitu **some staff**. Karena hubungan itulah makanya digunakan *clause marker* **whom**.

Latihan *TOEFL*

1. Potential dehydration is _____ that a land animal faces.
   a. the often greatest hazard
   b. the greatest often hazard
   c. often the greatest hazard
   d. often the hazard greatest
2. The early railroads were _____ the existing arteries of transportation: roads, turnpikes, canals, and other waterways.
   a. those short lines connected
   b. short lines that connected
   c. connected by short lines
   d. short connecting lines
3. Sensory structures _____ from the heads of some invertebrates are called antennae.
   a. Are growing
   b. They are growing
   c. That grow
   d. grow
4. After its introduction in 1969, the float process _____ the world's principal method of manufacturing flat sheets of glass.
   a. by which it became
   b. it became
   c. became
   d. which became

2.4 Reduced Form

Kalimat majemuk tipe *adverbial clause* dan *adjective clause* memiliki bentuk yang disingkat artinya ada unsur-unsur *grammar* yang dihilangkan dan dimodifikasi dalam klausa *dependent*.

2.4.1 Reduced Adverbial Clause

Adverbial clause bisa disingkat jika klausa independen dan dependen memiliki subjek yang sama. Cara menyingkatnya adalah menghapus *clause marker*, subjek, dan *verb to be* (jika ada). Lalu *verb* dalam klausa dependen dirubah menjadi $verb_{ing}$.

Tipe-tipe *adverbial clause* yang bisa disederhanakan adalah :

a. Klausa Waktu

Penyingkatan dengan cara menghapus subjek pada *adverbial clause*, dan *verb to be* (jika ada). Lalu *verb* dalam klausa dependen dirubah menjadi $verb_{ing}$.

- *The drug trafficker will be extradited to the US* ***after he was captured in a raid.***

Subjek pada klausa independen dan dependen sama, **The drug trafficker** disebut **he** dalam *adverbial clause*. Sehingga kalimat tersebut bisa disingkat, dengan cara menghapus subjek **he** pada klausa dependen. Lalu, karena klausa dependen tersebut dalam bentuk pasif, maka to be **was** dirubah jadi $verb_{ing}$, **being**.

Kalimatnya menjadi :

→ *The drug trafficker will be extradited to the US* ***after being captured in a raid.***

- *The patients were given special orthopaedic mattresses* ***as they suffered back pain from a herniated disc.***

Disingkat menjadi :

→ *The patients were given special orthopaedic mattresses* ***as suffering back pain from a herniated disc.***

b. Klausa Pertentangan

- *Ford would stop making car in India* ***although it invested $ 11 billion in that country.***

Disingkat menjadi :

→ *Ford would stop making car in India* ***although investing $ 11 billion in that country.***

- ***Even though they are wearing mask****, the customers are not allowed to sit in the lobby.*

Disingkat menjadi :

→ ***Even though wearing mask****, the customers are not allowed to sit in the lobby.*

c. Klausa Sebab-akibat

Penyingkatan pada tipe ini sedikit berbeda dengan tipe klausa waktu dan pertentangan. Pada tipe ini, tidak hanya subjek tapi *clause marker* juga dihilangkan, lalu *verb* atau *to be* di rubah menjadi bentuk $verb_{ing}$

- ***Because he was cautious****, he did not spend much money*

→ ***Being cautious****, he did not spend much money*

- *She had pulled out of the paddle on the morning of the incident* ***as she was concerned about the weather conditions.***

→ *She had pulled out of the paddle on the morning of the incident* ***being concerned about the weather conditions.***

2.4.2 Reduced Adjective Clause

Adjective clause bisa disingkat jika *clause marker* pada klausa dependen sekaligus berfungsi sebagai subjek. Caranya, menghapus *clause marker* dan

merubah kata kerja menjadi *verb$_{ing}$*. Untuk kalimat pasif, *clause marker* dan *verb tobe* dihapus, hanya tinggal *verb$_3$* (*past participle*) pada klausa.

Contoh*:*

- *The measures* ***which aim to protect the insurance health system from "unsustainable pressure"*** *include mandatory Covid passports.*

Dalam kalimat diatas *clause marker* **which** pada *adjective clause* berfungsi sekaligus sebagai subjeknya. Klausa ini bisa disingkat menjadi *:*

The measures ***aiming to protect the insurance health system from "unsustainable pressure"*** *include mandatory Covid passports.*

- *Items* ***that are flagged across the social network*** *are fact-checked in English*

Diatas adalah kalimat pasif, disingkat menjadi :

Items ***flagged across the social network*** *are fact-checked in English*

- *10 others were also injured in the incident,* ***which happened at around 20:00 (11:00 GMT) at Kokuryo station***

Disingkat menjadi *:*

10 others were also injured in the incident, ***happening at around 20:00 (11:00 GMT) at Kokuryo station***

Latihan

Pasangkan kalimat di kolom A dengan Kolom B yang cocok. Lalu gabungkan jadi satu kalimat dengan *adejective clause*.

A	B
1. The apple tree in our garden needs to be cut down. 2. People live longer. 3. She married a man. 4. The Great Barrier Reef	1. We took them in Barbados. 2. She met him on holiday in Turkey. 3. It practices German grammar. 4. They do regular exercise.

is the largest coral reef in the world. 5. I showed you the photographs. 6. I am looking for a book. 7. I was speaking to someone.	5. My grandfather planted it sixty years ago. 6. It is situated off the north-east coast of Australia 7. She works in our Paris office.

Latihan *TOEFL*

Pilihlah salah satu A, B, C, atau D yang paling cocok untuk melengkapi kalimat.

1. Most folk songs are ballads _____ have simple words and tell simple stories.
   A. What
   B. Although
   C. When
   D. That

2. Chimney Rock, _____ 500 feet above the North Plane River, has eroded considerably in the last two centuries.
   A. Stands
   B. In standing
   C. It stands
   D. Which stands

3. _____ that accompany recurring bouts of severe depression reduce bone density.
   A. It changes hormones
   B. Hormonal changes
   C. The hormones change

D. The change in hormones is

4. Willa Cather is an author _____ for her evocative and memorable vision of frontier prairie life.
   A. whom readers
   B. the praise of readers
   C. whom praisings
   D. whom readers praise

5. In geometry, a tangent is a straight line _____ a curve at only one point.
   A. it touches
   B. whose touching
   C. its touching
   D. that touches

6. The safflower plant is grown chiefly for the oil _____ from its seeds.
   A. Obtained
   B. Is obtaining
   C. Which obtains it
   D. Obtaining that

7. Of all the factors affecting agricultural yields, weather is the one _____ the most.
   A. it influences farmers
   B. that influences farmers
   C. farmers that it influences
   D. why farmers influence it

8. Based on the premise that light composed of color, the Impressionist came to the conclusion _____ not really black.
   A. which was that shadows
   B. was shadows which
   C. were shadows
   D. that shadows were

9. In 1850, Yale University established Sheffield Scientific School, _____
   A. engineers were educated there
   B. where engineers were educated
   C. in which were engineers educated
   D. where were engineers educated

10. The instrument panel of a light airplane has at least a dozen instruments _____ .
   A. the pilot must watch
   B. what the pilot must watch
   C. that the pilot must watch them
   D. such that the pilot must watch them

Bab 3
Listening

Capaian Pembelajaran :

Mampu mengerjakan *TOEFL* bagian *Listening* sesuai aturan dalam standar waktu tertentu.

Sesi *Listening* terdiri atas tiga model soal, yaitu :

1. *Short Dialogue*

   Bagian ini terdiri atas 30 set dialog singkat yang masing-masingnya untuk 30 butir soal

2. *Long Conversation*

   Terdapat 2 percakapan panjang, untuk tiap percakapan terdapat 4 butir soal yang harus dijawab

3. *Long Talk*

   Peserta test akan mendengar tiga set informasi yang cukup panjang yang disampaikan oleh satu orang penutur. Untuk tiap informasi terdapat 4 butir soal yang harus dijawab peserta test.

3.1 Short Dialogue

Short dialogue merupakan bagian pertama dalam sesi *Listening TOEFL*. Dialog pada tiap soal dilakukan oleh satu pria dan satu wanita. Setelah itu akan terdengar narrator menyampaikan pertanyaan tentang dialog tersebut. Sebagian besar pertanyaan menanyakan apa yang disampaikan oleh pembicara kedua.

Tipe pertanyaan	Contoh pertanyaan
Sinonim makna	*What does the man mean?*
Menyimpulkan	*What does the woman imply about the article?*
Tentang saran	*What does the woman suggest John do?*
Tentang tindakan	*What will they probably do next?*
Topik pembicaraan	*What are the speakers discussing?*
Sebab / alas an	*Why did Jerry miss the party?*
Problem	*What problem is the man having?"*

Contoh soal *TOEFL* :

1. Man **:** I hear Jan isn't teaching here this term
   Woman : That's right. She was fired
   Narrator : What does the woman say about Jan?

a. She's tired of teaching
b. She was dismissed from her job
c. She's changing jobs
d. The school is too hot

2. M : Nancy, I heard you were late for class this morning.
   W : I overslept and missed the bus.
   N : Why does the woman say she was late?

a. She got up later than usual
b. The bus was late
c. She forgot her class
d. Her clock was wrong

Latihan *TOEFL*

Jawablah pertanyaan yang disampaikan narator pada tiap akhir dialog:

1. a. The dance was fun.
   a. It was a good time to dance.
   b. She thinks the man is such a good dancer.
   c. Tonight is the last time to dance.

2. a. She's quite thirsty.
   b. She'll be ready in a half hour.
   c. She needs to leave now.
   d. She was ready thirty minutes ago.

3. a. The woman should teach the class herself.
   b. The woman should see a psychiatrist.
   c. It's a good idea to speak with the instructor.
   d. He would like to discuss psychology with the woman.

4. a. She has a starring role.
   b. She has not found a job yet.
   c. She found the lost dog.
   d. She just began working.

5. a. He was on time.
   b. He regrets being late.
   c. He doesn't know why he was late
   d. He hasn't come there lately.

6. a. She's sorry she brought the book.
   b. She remembered to say she was sorry.
   c. She forgot the book.
   d. She didn't remember the ring.

7. a. The baby's nodding off
   b. The baby's asleep
   c. The baby's on the way home.
   d. The baby's just waking up.

8. a. He wants to go by himself.
   b. He isn't going on the trip.
   c. He has a large number of friends.
   d. He isn't traveling alone.

9. a. Her family just arrived.
   b. She must pack to go visit her family
   c. She opened the door to greet her family
   d. The box from her family was opened

10. a. He completed the report.
    b. He's coming to work on the report
    c. The report is due tomorrow morning
    d. The report still needs an infinite amount of work.

11. a. The parents are in bed now.
    b. The children were allowed to stay up
    c. The parents stayed away from the children
    d. The children have gone to bed.

12. a. He got lost.
    b. The door was not in the front of the house
    c. He did not need a key to the door
    d. The key was lost.

15. a. She needs to check into the hospital
    b. She thinks the man should visit her
    c. She doesn't want to go to the hospital
    d. She shares the man's opinion.

16. a. The man should repeat himself.
    b. The prize was quite new
    c. She was also surprised.
    d. The new surface was praised.

17. a. The woman has a nice pet.
    b. He agrees with the woman.
    c. A bit of luck would be nice.
    d. He should put the drinks on ice.

18. a. They moved just after the baby was born.
    b. He saw that the woman was moving
    c. The movie was really good.
    d. He shares the woman's opinion.

3.2 Long Conversation

Bagian kedua *Listening* adalah *Long Conversation*. Sama seperti bagian *short dialogue*, setelah dua orang melakukan percakapan panjang, narator akan membacakan pertanyaan sehubungan dengan percakapan yang baru saja diputar.

Contoh soal *TOEFL*

Peserta test mendengar audio dari percakapan dibawah ini :

(narrator) : ***Questions 1 through 4****. Listen to a conversation between two people who are decorating an apartment.*

(woman) : *Hey, Walt. Do you think you could help me hang these pictures on the wall? There are only two of them.*

(man) : *Sure, Monica. Where do you want them to go?*

(woman) : *I'd like the picture of the mountains over the fireplace, and I'd like the picture of my family over the sofa. What do you think?*

(man) : *I think they'll look fine there. How about if you hold the pictures while I hammer the nails into the wall?*

(woman) : *Okay. Let s start with the picture of my family.*

Pertanyaan :

1. narator : *What are the man and woman discussing?*
   (A) Taking some pictures
   (B) Hanging some plants
   (C) Taking a trip to the mountains
   (D) Putting some pictures on the wall

2. narator : *How many pictures are there?*
   (A) One
   (B) Two
   (C) Three
   (D) Four

3. narator : *Where is the picture of the woman's family going?*
   (A) In the fireplace
   (B) Above the sofa
   (C) Home with Walt
   (D) To the top of the mountain

4. narrator : *What is Walt probably going to do next?*
   (A) Sit on the sofa
   (B) Photograph Monica's family
   (C) Hammer the nails into the wall
   (D) Climb the walls

Latihan *TOEFL*

Dengarkan percakapan panjang dalam audio, lalu jawab pertanyaan yang disampaikan narator :

1. A. What the assignment is
   B. How good the professor is
   C. The information in Chapter Six

D. What questions they should ask the professor

2. A. Six pages
   B. Six chapters
   C. Sixty pages
   D. The sixth chapter

3. A. Whether or not they should read the chapters
   B. Whether or not they should answer the questions
   C. Which chapters they should read
   D. When the professor gave the assignment

4. A. Turn in the assignment
   B. See the professor
   C. Go to class
   D. Talk to a classmate

5. A. A bee stung him.
   B. He saw some bees and hornets
   C. He was stung by a hornet.
   D. He took some eggs from a nest

6. A. To liberate bees
   B. To protect their nests
   C. To hatch eggs
   D. To defend the park

7. A. A hornet's nest
   B. Some bee eggs
   C. A parked car
   D. A swarm of bees

8. A. To stay indoors
   B. To see where the hornet's nest located
   C. Not to walk in the same location as Greg
   D. To keep away from Greg

9. A. The size of the campus
   B. The city bus system
   C. The length of time for each class
   D. The university bus system

10. A. The entire campus
    B. Part of the campus
    C. The campus and the city
    D. Only the off-campus areas

11. A. Nothing
    B. Three dollars
    C. A few cents
    D. Fifty cents

12. A. Red
    B. Green
    C. Yellow
    D. Blue

3.3 Long Talks

Dalam *Long Talks*, peserta *TOEFL* akan mendengar informasi yang panjang, setelah itu peserta harus menjawab 4 pertanyaan sehubungan informasi tersebut. Pasti akan ada kesulitan bagi peserta *TOEFL* untuk mengidentifikasi informasi tertentu ketika menjawab pertanyaan yang disampaikan narator. Oleh karena itu perlu strategi agar peserta ujian dapat menjawab soal dengan tepat.

Beberapa hal yang bisa dilakukan pada sesi ini :

1. Gunakan sedikit jeda waktu yang ada, sebelum atau selama informasi terdengar, untuk mengamati opsi-opsi jawaban yang ada di buku soal agar dapat mengantisipasi pertanyaan yang akan dibacakan narrator tentang informasi tersebut

2. Dengarkan secara seksama ungkapan pertama dari tiap informasi karena kalimat pertama berisi tentang topik informasi tersebut.

Contoh :

Terdapat Opsi jawaban dalam buku soal :

a. For a week
b. Since yesterday
c. For two days
d. Since 10.00 this morning

Semua opsi jawaban diatas adalah tentang durasi waktu. Kita bisa menduga pertanyaan yang akan dibacakan narator bisa berbunyi : *How long has (something) been going on?*. Ketika kita yakin hal tentang durasi suatu kejadian akan ditanyakan, kita bisa lebih fokus mendengarkan bagian tersebut dalam informasi *Long Talk.*

Latihan

Bacalah semua opsi jawaban pada tiap-tiap butir soal. Kemudian buatlah asumsi pertanyaan berdasarkan opsi jawaban tersebut. Setelah itu uji kebenaran jawaban dari audio yang diberikan.

1. Question _____ :

a. A beautiful plant
b. A poisonous plant
c. A delicious plant
d. A fast-growing plant

2. Question _____ :

a. In vegetable gardens
b. Only in the United States
c. In supermarkets
d. In many different places

3. Question _____ :

a. Its leaves resemble parsley.

b. It grows next to carrots.
c. Its leaves are shaped like carrots.
d. It does not have roots.

4. Question _____ :
a. The person may die.
b. The person may get lots of healthful nutrients.
c. The person may enjoy it and want more.
d. The person may become dangerous.

5. Question _____ :
a. A story-writing contest
b. A frog-catching contest
c. A singing contest
d. A frog-jumping contest

6. Question _____ :
a. Sixty-three
b. Two hundred
c. Two thousand
d. Forty thousand

7. Question _____ :
a. One
b. Two
c. Three
d. Four

8. Question _____ :
a. The contest took place for years before Twain wrote about it.
b. Twain wrote about the contest while he was watching it for the first time.
c. Twain went to see the contest many times during his lifetime.
d. Twain wrote about the contest before it actually took place.

Latihan *TOEFL*

Dengarkan informasi yang disampaikan pembicara dalam *audio*, lalu jawab pertanyaan yang disampaikan narator :

1. a. Only three chapters
   b. Three chemistry books
   c. Lecture notes and part of the book
   d. Only class notes from the lectures

2. a. Only multiple choice
   b. Short and long essays
   c. Three short essays
   d. Essays and multiple choice

3. a. Half an hour
   b. fifty minutes
   c. an hour
   d. ninety minutes

4. a. Listen to a lecture
   b. study for the exam
   c. read three chapters
   d. take an exam

5. a. In a zoo
   b. on a boat
   c. in a prison
   d. In a lecture hall

6. a. a type of rock
   b. A Spanish explorer
   c. A prison in San Fransisco
   d. A kind of bird

7. a. Five
   b. Ten
   c. Twenty-four
   d. Thirty-nine

8. a. It is open to visitors.
   b. It is still in use as a prison
   c. It is closed to the public.
   d. It contains few prisoners

9. a. Artificial plants
   b. Plants in plastic containers
   c. Plants that resemble plastic
   d. Plants that produce a usable substance

10. a. It lasts longer
    b. It is more artificial
    c. It is easy to make in a laboratory.
    d. It is good for the environment

11. a. It biodegrades slowly.
    b. It kills plants
    c. People never throw it away
    d. It is not very strong

12. a. Engineering
    b. Art
    c. Botany
    d. Geology

Bab 4
Reading

Capaian Pembelajaran :

Mampu mengerjakan *TOEFL* bagian *Reading* sesuai aturan dalam standar waktu tertentu.

Bagian terakhir dari *TOEFL* adalah soal *Reading*. Pada bagian ini terdapat 5 teks ilmiah berbahasa inggris dengan berbagai topik dari berbagai bidang ilmu, antara lain; seni dan sastra, sejarah, arsitek, biologi, dan lain lain. Tiap-tiap teks memiliki 10 butir soal yang harus dijawab. Waktu untuk mengerjakan soal *Reading* adalah 55 menit. Oleh karena itu diperlukan strategi untuk bisa menjawab semua soal dalam kurun waktu yang telah ditentukan.

Kisi-kisi pertanyaan yang selalu diujikan dalam soal *Reading* adalah :

Pertanyaan	Penjelasan	Contoh soal
Topik / ide pokok	Menanyakan ide pokok teks.	- "What is the main idea of the passage?" - "What is the passage primarily about?" - "The primary idea of the passage is . . . "
Informasi detail	Menanyakan tentang informasi tertentu yang ada dalam teks.	- "According to the passage, where did . . . ?" - "According to the author, why did . . . ?" - "According to the passage, which of the following is

		TRUE?
Reference	Menanyakan kata beda yang dimaksud oleh *pronoun* dalam kalimat tertentu.	- "The word it in line 15 refers to . . ." - "In line 20, the word there refers to which of the following?"
Vocabulary sesuai konteks kalimat	Memilih sinonim yang tepat untuk vocabulary yang ada dalam teks.	- "The word in line 5 is closest in meaning to . . ."

4.1 Main Idea Questions

Untuk mengetahui jawaban soal *main idea* adalah, dengan cara menemukan sesuatu yang mejadi pokok cerita disepanjang teks.

Contoh :

Flextime, which began in the mid-1960s as an alternative work schedule experiment, will be a fact of life in many industries in the 21st century. We'll work not according to traditional work schedules but according to our biological and emotional rhythms. The night owls among us will be delighted to work the lobster shifts and let the rest of us work during the day. The number of hours worked won't be as significant as what you accomplish when you work. The advantage of flextime is that it permits flexible, cost-effective work arrangements.

Teks diatas membahas tentang – *flextime*- disepanjang paragraf. Kata-kata *flexible* and *flextime* digunakan beberapa kali. Seringkali kata-kata yang diulang-ulang dalam suatu paragraph atau teks merupakan topic teks tersebut.

Latihan

I. Bacalah tiap-tiap paragraph dibawah ini, kemudian tulis satu kalimat yang merupakan ide pokok dan ide pendukung paragraph tersebut :

a. Suppose you wanted to teach your pet chimpanzee the English language. How would you go about it ?. Two psychologists raised Gua, a female chimpanzee, at home with their son, Donald. Both boy and chimp were encouraged to speak, but only Donald did. Gua indicated she could comprehend some language, for she could respond appropriately to about 70 different utterances, but she never produced a single word. A second attempt involved more intensive training in speech, and Viki, another chimpanzee, was eventually able to pronounce three recognizable words: “Mama,” “papa,” and “cup.”

Main idea: _____
Ide Pendukung :
Ide Pendukung : _____

b. Traffic is directed by color. Pilot instrument panels, landing strips, road and water crossings are regulated by many colored lights and signs. Factories use colors to distinguish between thoroughfares and work areas. Danger zones are accentuated by color. Pipes for transporting water, steam, oil, chemicals, and compressed air, are designated by different colors. Electrical wires and resistances are color coded.

Main idea: _____
Ide Pendukung : _____
Ide Pendukung : _____

c. Mental illness is usually diagnosed from abnormal behavior. A woman is asked the time of day, and she begins to rub her arms and recite the Apostles’ Creed. A man is so convinced that someone is “out to get him” that he refuses to leave his apartment. Unusual behaviors like these are taken as evidence that the mental apparatus is not working quite right, and mental illness is proclaimed.

Main idea : _____
Ide Pendukung : _____

Ide Pendukung : _____

II. Pilihlah jawaban yang benar berdasarkan teks :

Passage 1

The last gold rush belongs as much to Canadian history as it does to American. The discovery of gold along the Klondike River, which flows from Canada's Yukon Territory into Alaska, drew some 30,000 fortune hunters to the north. The Yukon became a territory, and its capital at the time, Dawson, would not have existed without the gold rush. The gold strike furnished material for a dozen of Jack London's novels; it inspired Robert Service to write "The Shooting of Dan McGrew" and other poems; and it provided the background for the wonderful Charlie Chaplin movie, The Gold Rush. It also marked the beginnings of modern Alaska

1. This author's main purpose in writing is to
   (A) discuss the significance of mining in Canada and the United States.
   (B) show the influence of the Klondike gold strike on the creative arts.
   (C) point out the significance of the Klondike gold strike.

Passage 2

The story of the motel business from 1920 to the start of World War II in 1941 is one of uninterrupted growth. Motels (the term comes from a combination of the words motor and hotels) spread from the West and the Midwest all the way to Maine and Florida. They clustered along transcontinental highways, such as U.S. Routes 40 and 66, and along the north-south routes running up and down both the East and West Coasts. There were 16,000 motels by 1930 and 24,000 by 1940. The motel industry was one of the few industries that was not hurt by the Depression of the 1930s. Their cheap rates attracted travelers who had very little money.

1. What does the passage mainly discuss?
   (A) How the Depression hurt U.S. motels

(B) The origin of the word motels

(C) Two decades of growth for the motel industry

4.2 Detail Questions

Tipikal pertanyaan ini memiliki kata tanya *wh-question* : *who*, *what*, *when*, *where*, *why*, *how much*, dan lain-lain. Jawaban dari pertanyaan tipe ini tertulis secara eksplisit dalam teks. Untuk mencari jawabannya, peserta test harus mendiagnosa bagian-bagian dari teks yang menganding kata kunci dalam soal.

Latihan

Identifikasi kalimat dalam paragraph yang dimaksud dalam pertanyaan.

Passage 1

Antlers grow from permanent knoblike bones on a deer's skull. Deer use their antlers chiefly to fight for mates or for leadership of a herd. Among most species of deer, only the males have antlers, but both male and female reindeer and caribou have antlers. Musk deer and Chinese water deer do not have antlers at all.

Deer that live in mild or cold climates lose their antlers each winter. New ones begin to grow the next spring. Deer that live in tropical climates may lose their antlers and grow new ones at other times of the year. New antlers are soft and tender. Thin skin grows over the antlers as they develop. Short, fine hair on the skin makes it look like velvet. Full-grown antlers are hard and strong. The velvety skin dries up and the deer rubs the skin off by scraping its antlers against trees. The antlers fall off several months later.

The size and shape of a deer's antlers depend on the animal's age and health. The first set grows when the deer is from 1 to 2 years old. On most deer, the first antlers are short and straight. As deer get older, their antlers grow larger and form intricate branches.

1. Find the sentence in paragraph 1 that explains how deer primarily use their antlers.
2. Find the sentence in paragraph 2 that explains how deer remove the skin from their antlers.
3. Find the sentence in paragraph 3 that describes the antlers of young deer.

Passage 2

Not until the 1830s was there any serious attempt to record the songs and stories of Native Americans. Henry Schoolcraft collected a great deal of authentic folklore from the Ojibwa tribe and from several other groups. But Schoolcraft lived in a romantic age. There seems to be little doubt that he not only changed but also invented some of the material, and that he mixed the traditions of several tribes. In spite of his failings, he did succeed in bringing the traditions of Native Americans to the attention of the American public.

Schoolcraft's work contrasted sharply with that of the ethnographers who worked in the last decade of the nineteenth century and the first decade of the twentieth. Their aim was to achieve complete accuracy in creating a record of Native American life. They tended to take notes in the original language. With the development of the phonograph, it became possible to preserve not just words but also the tone and emphasis of oral delivery.

1. Find the sentence in paragraph 1 that indicates how Schoolcraft's work had a positive influence.
2. Find the sentence in paragraph 2 that explains what the primary goal of the ethnographers was.

Latihan *TOEFL*

Passage

Mesa Verde is the center of the prehistoric Anasazi culture. It is located in the high plateau lands near Four Corners, where Colorado, Utah, New Mexico, and Arizona come together. This high ground is majestic but not forbidding.

The climate is dry but tiny streams trickle at the bottom of deeply cut canyons, where seeps and springs provided water for the Anasazi to irrigate their crops. Rich red soil provided fertile ground for their crops of corn, beans, squash, tobacco, and cotton. The Anasazi domesticated the wild turkey and hunted deer, rabbits, and mountain sheep.

For a thousand years the Anasazi lived around Mesa Verde. Although the Anasazi are not related to the Navajos, no one knows what these Indians called themselves, and so they are commonly referred to by their Navajo name, Anasazi, which means "ancient ones" in the Navajo language.

Around 550 A.D., early Anasazi—then a nomadic people archaeologists call the Basketmakers—began constructing permanent homes on mesa tops. In the next 300 years, the Anasazi made rapid technological advancements, including the refinement of not only basket-making but also pottery-making and weaving. This phase of development is referred to as the Early Pueblo Culture.

By the Great Pueblo Period (1100–1300 A.D.), the Anasazi population swelled to more than 5,000 and the architecturally ambitious cliff dwellings came into being. The Anasazi moved from the mesa tops onto ledges on the steep canyon walls, creating two- and three-story dwellings. They used sandstone blocks and mud mortar. There were no doors on the first floor and people used ladders to reach the first roof. All the villages had underground chambers called kivas. Men held tribal councils there and also used them for secret religious ceremonies and clan meetings. Winding paths, ladders, and steps cut into the stone led from the valleys below to the ledges on which the villages stood. The largest settlement contained 217 rooms. One might surmise that these dwellings were built for protection, but the Anasazi had no known enemies and there is no sign of conflict.

But a bigger mystery is why the Anasazi occupied these structures such a short time. By 1300, Mesa Verde was deserted. It is conjectured that the Anasazi abandoned their settlements because of drought, overpopulation,

crop failure, or some combination of these. They probably moved southward and were incorporated into the pueblo villages that the Spanish explorers encountered 200 years later. Their descendants still live in the Southwest.

1. The main topic of the entire passage is that _____
   (A) Messe Verde was the centre of home agriculture
   (B) The ancient Anasazi invented basket-making technology
   (C) Anasazi grew into civilized culture
   (D) Anasazi is a lost civilization

2. The passage does NOT mention that the Anasazi hunted :
   (A) sheep. (B) turkeys. (C) deer. (D) rabbits.

3. The name that the Anasazi used for themselves _____
   (A) means "Basketmakers" in the Navajo language.
   (B) is unknown today.
   (C) was given to them by archaeologists.
   (D) means "ancient ones" in the Anasazi language.

4. How long did the Early Pueblo Culture last?
   (A) 200 years (B) 300 years (C) 550 years (D) 1,000 years

5. Where did the Anasazi move during the Great Pueblo Period?
   (A) To settlements on ledges of canyon walls
   (B) To pueblos in the South
   (C) Onto the tops of the mesas
   (D) Onto the floors of the canyons

6. According to the passage, the Anasazi buildings were made primarily of _____
   (A) mud.
   (B) blocks of wood.
   (C) sandstone.
   (D) the skins of animals.

7. According to the passage, the Anasazi entered their buildings on the ledges _____

   (A) by means of ladders. (B) from underground chambers.

   (C) by means of stone stairways. (D) through doors on the first floor.

8. According to the passage, kivas were used for all the following purposes EXCEPT

   (A) clan meetings.

   (B) food preparation.

   (C) religious ceremonies.

   (D) tribal councils.

4.3 Reference Questions

Reference artinya acuan. Artinya dalam pertanyaan tipe ini, peserta harus mampu mengidentifikasi kata benda yang diacu oleh *pronoun* tertentu dalam teks.

Dua hal yang harus diingat dalam menjawab soal ini :

1. Kata benda yang diacu oleh *pronoun* selalu berada sebelum *pronoun*.

2. Kata benda yang diacu tidak selalu yang posisi nya paling dekat dengan *pronoun* yang ditanya dalam soal.

Reference / Pronoun	Bentuk acuan
- She, her, hers, herself	- Seorang wanita / tunggal
- He, his, him, himself	- Seorang pria / tunggal
- It, its, itself	- Benda tunggal ; rumah, binatang, bunga, dll
- They, their, them, themselves	- Benda jamak; orang-orang, buah-buah, kegiatan-kegiatan
- Who, whose	- orang
- Which	- benda
- That (relative pron)	- Benda , orang
- Then	- Time
- There	- tempat

- This, that - These, those	- Benda tunggal - Benda jamak

Latihan

Bacalah tiap-tiap kalimat dibawah ini. Tentukan kata atau frase yang diacu oleh kata dan frasa yang dialam kotak.

1. X rays allow art historians to examine paintings internally without damaging **them**.
2. The poisonous, plantlike anemone lives in a coral reef. When a small fish ventures near **this creature**, it is stung and eaten. For some reason, the anemone makes an exception of the clown fish. When the clown fish is endangered by another fish, it dashes among the anemone's tentacles. It even builds its nest where the anemone can protect **it**.
3. Florists often refrigerate cut flowers to protect **their** fresh appearance.
   (A) Florists' (B) Flowers'
4. Water is an exception to many of nature's rules because of **its** unusual properties.
5. Yasuo Kuniyashi was born in Japan in 1883 and studied art at the Los Angeles School of Art and Design. He also studied art in New York City, where he gave his first one-man show. In 1925 he moved from **there** to Paris where he was influenced by the works of Chagall and other artists.
   (A) Japan (B) Paris (C) Los Angeles (D) New York City
6. William Dean Howells, a contemporary and friend of Mark Twain, wrote a number of books that realistically portrayed life on farms in Midwestern America. One of his followers, Hamlin Garland, was even more bitter in **his** criticism of rural America than **his mentor**.

4.4 Vocabulary Questions

Pertanyaan tipe ini menguji penguasaan *vocabulary*. Peserta test harus mampu mengidentifikasi maksud kata-kata tertentu yang ditanyaakaan dalam soal. Kata-kata yang ditanya bisa berupa *verb*, *noun*, atau *adjective*.

Ada beberapa petunjuk dari teks yang dapat membantu untuk menemukan jawaban, yaitu :

- ✓ **Sinonim**

  The first state to institute compulsory education was Massachusetts, which made it mandatory for students to attend school twelve weeks a year.

Kata mandatory merupakan sinonim compulsory.

- ✓ **Contoh**

Many gardeners use some kind of mulch, such as chopped leaves, peat moss, grass clippings, pine needles, or wood chips, to stop the growth of weeds and hold in moisture.

Berdasarkan contoh-contoh yang disebut, jelas bahwa mulch adalah plant matter.

- ✓ **Ide Kontras**

  In the 1820s, the Southern states supported improvements in the national transportation system, but the Northern states balked.

Karena **the Southern states** supported improvements, dan karena kata **but** yang menandakan adanya ide kontras, jelas bahwa **the Northern states** tidaak setuju dengan, maka kata **balked** pasti berarti objected or refused.

- ✓ **General context**

  In a desert, vegetation is so scanty as to be incapable of supporting any large human population.

Sebagaimana diketahui, di **deserts** tidak banyak ditemukaan tanaman, jadi jelas kata **scanty** berarti **scarce** or **barely sufficient**.

Latihan

1. *In Britain's North American colonies, university-trained physicians were at a premium. At the time of the Revolution, there were probably only around 400 physicians and some 3,000 practitioners who had on-the-job training as barber-surgeons or physicians' apprentices.*

The phrase *at a premium* in the first sentence is closest in meaning to

A. well-paid. B. not very numerous.

C. very experienced. D. not well-respected.

2. *Passage*

Everyday life in the British colonies of North America may now seem ***glamorous***, especially as reflected in antique shops. But judged by modern standards, it was quite a drab existence. For most people, the labor was heavy and constant from daybreak to nightfall.

Basic comforts now taken for granted were lacking. Public buildings were often not heated at all. Drafty homes were heated only by inefficient fireplaces. There was no running water or indoor plumbing. The flickering light of candles and whale oil lamps provided inadequate illumination. There was no sanitation service to dispose of garbage; instead, long-snouted hogs were allowed to roam the streets, consuming ***refuse***.

1. Find the word or phrase in paragraph 1 that is most nearly OPPOSITE in meaning to the word ***glamorous***. _____
2. Find the word or phrase in paragraph 2 that is closest in meaning to the word ***refuse***. _____

3. ***Passage***

Blood is a complex fluid composed of several types of cells suspended in plasma, the liquid portion of the blood. Red blood cells make up the vast majority of blood cells. Hemoglobin in the red blood cells picks up oxygen in the blood and delivers it to the tissues of the body. Then these cells carry carbon dioxide from the body's cells to the lungs.

Think of it as a railroad that ***hauls*** freight. The ***cargo*** (oxygen) is loaded into a railroad car (hemoglobin). Then the locomotive (a red blood cell) carries the cars where they are needed. After unloading, the train returns with a different ***cargo*** (carbon dioxide) and the process starts over.

Hemoglobin is the part of the cell that ***traps*** oxygen and carbon dioxide. It contains a compound called porphyrin that consists of a carbon-based ring with four nitrogen atoms facing a central hole. The nitrogen bonds to an iron atom, and the iron then captures one molecule of oxygen or carbon dioxide.

1. Find the word or phrase in paragraph 2 that is closest in meaning to the word ***hauls***. _____
2. Find the word or phrase in paragraph 2 that is closest in meaning to the word ***cargo***. _____
3. Find the word or phrase in paragraph 3 that is closest in meaning to the word ***traps***. _____

Latihan *TOEFL*

Read the following passages and the questions about them. Decide which of the choices—(A), (B), (C), or (D)—best answers the question, and mark the answer.

Teks 1

Hotels were among the earliest facilities that bound the United States together. They were both creatures and creators of communities, as well as symptoms of the frenetic quest for community. Even in the first part of the nineteenth century, Americans were already forming the habit of gathering from all corners of the nation for both public and private, business and pleasure, purposes. Conventions were the new occasions, and hotels were distinctively American facilities making conventions possible. The first national convention of a major party to choose a candidate for president (that of the National Republican Party, which met on December 12, 1831, and

nominated Henry Clay for president) was held in Baltimore, at a hotel that was then reputed to be the best in the country. The presence in Baltimore of Barnum's City Hotel, a six-story building with two hundred apartments, helps explain why many other early national political conventions were held there.

In the longer run, American hotels made other national conventions not only possible but pleasant and convivial. The growing custom of regularly assembling from afar the representatives of all kinds of groups—not only for political conventions, but also for commercial, professional, learned, and avocational ones—in turn supported the multiplying hotels. By the mid-twentieth century, conventions accounted for over a third of the yearly room occupancy of all hotels in the nation; about 18,000 different conventions were held annually with a total attendance of about ten million persons.

Nineteenth-century American hotelkeepers, who were no longer the genial, deferential "hosts" of the eighteenth-century European inn, became leading citizens. Holding a large stake in the community, they exercised power to make it prosper. As owners or managers of the local "palace of the public," they were makers and shapers of a principal community attraction. Travelers from abroad were mildly shocked by this high social position.

1. The word "bound" in line 1 is closest in meaning to :
   a. led
   b. protected
   c. tied
   d. strengthened

2. The National Republican Party is mentioned in line 8 as an example of a group _____
   a. from Baltimore
   b. of learned people
   c. owning a hotel
   d. holding a convention

3. The word “assembling” in line 14 is closest in meaning to :
   a. announcing
   b. motivating
   c. gathering
   d. contracting

4. The word “ones” in line 16 refers to :
   a. hotels
   b. conventions
   c. kinds
   d. representatives

5. The word “it” in line 22 refers to :
a. European inn
b. Host
   c. Community
   d. public

6. It can be inferred from the passage that early hotelkeepers in the United States were _____
   a. active politicians
   b. European immigrants
   c. professional builders
   d. influential citizens

7. Which of the following statements about early American hotels is NOT mentioned in the passage?
   a. Travelers from abroad did not enjoy staying in them.
   b. Conventions were held in them.
   c. People used them for both business and pleasure.
   d. They were important to the community.

Teks 2

With Robert Laurent and William Zorach, direct carving enters into the story of modern sculpture in the United States. Direct carving—in which the sculptors themselves carve stone or wood with mallet and chisel—must be recognized as something more than just a technique. Implicit in it is an aesthetic principle as well: that the medium has certain qualities of beauty and expressiveness with which sculptors must bring their own aesthetic sensibilities into harmony. For example, sometimes the shape or veining in a piece of stone or wood suggests, perhaps even dictates, not only the ultimate form, but even the subject matter.

The technique of direct carving was a break with the nineteenth-century tradition in which the making of a clay model was considered the creative act and the work was then turned over to studio assistants to be cast in plaster or bronze or carved in marble. Neoclassical sculptors seldom held a mallet or chisel in their own hands, readily conceding that the assistants they employed were far better than they were at carving the finished marble.

With the turn-of-the-century Arts and Crafts movement and the discovery of nontraditional sources of inspiration, such as wooden African figures and masks, there arose a new urge for hands-on, personal execution of art and an interaction with the medium. Even as early as the 1880s and 1890s, nonconformist European artists were attempting direct carving. By the second decade of the twentieth century, Americans—Laurent and Zorach most notably—had adopted it as their primary means of working.

Born in France, Robert Laurent (1890–1970) was a prodigy who received his education in the United States. In 1905 he was sent to Paris as an apprentice to an art dealer, and in the years that followed he witnessed the birth of Cubism, discovered primitive art, and learned the techniques of woodcarving from a frame maker.

Back in New York City by 1910, Laurent began carving pieces such as The Priestess, which reveals his fascination with African, pre-Columbian, and

South Pacific art. Taking a walnut plank, the sculptor carved the expressive, stylized design. It is one of the earliest examples of direct carving in American sculpture. The plank's form dictated the rigidly frontal view and the low relief. Even its irregular shape must have appealed to Laurent as a break with a long-standing tradition that required a sculptor to work within a perfect rectangle or square.

8. The word "medium" in line 5 could be used to refer to :
   a. stone or wood
   b. mallet and chisel
   c. technique
   d. principle

9. What is one of the fundamental principles of direct carving?
   a. A sculptor must work with talented assistants.
   b. The subject of a sculpture should be derived from classical stories.
   c. The material is an important element in a sculpture.
   d. Designing a sculpture is a more creative activity than carving it.

10. The word "dictates" in line 8 is closest in meaning to :
    a. reads aloud
    b. determines
    c. includes
    d. records

11. How does direct carving differ from the nineteenth-century tradition of sculpture?
    a. Sculptors are personally involved in the carving of a piece.
    b. Sculptors find their inspiration in neoclassical sources.
    c. Sculptors have replaced the mallet and chisel with other tools.
    d. Sculptors receive more formal training.

12. The word "witnessed" in line 23 is closest in meaning to :

a. Influenced
b. Studied
c. Validated
d. observed

13. Where did Robert Laurent learn to carve?
    a. New York
    b. Africa
    c. The South Pacific
    d. Paris

14. The phase “a break with” in line 30 is closest in meaning to :
    a. a destruction of
    b. a departure from
    c. a collapse of
    d. a solution to

15. The piece titled The Priestess has all of the following characteristics EXCEPT:
    a. The design is stylized.
    b. It is made of marble.
    c. The carving is not deep.
    d. It depicts the front of a person

Daftar Pustaka

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